DOCUMENT RESUME

ED 085 008 HE 004 902

TITLE	Report of the 1971 Summer Workshop.
INSTITUTION	Institute for Services to Education, Washington, D.C.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Div. of Higher Education Research.
PUB DATE	Nov 72
CONTRACT	OEC-0-8-070867
NOTE	47p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Curriculum Development; Educational Programs; Freshmen; *Higher Education; *Negro Institutions; Reports; *Teacher Developed Materials; Teacher Education; *Teachers; *Workshops
IDENTIFIERS	Institute for Services to Education; ISE; TCCP; *Thirteen College Curriculum Program

ABSTRACT

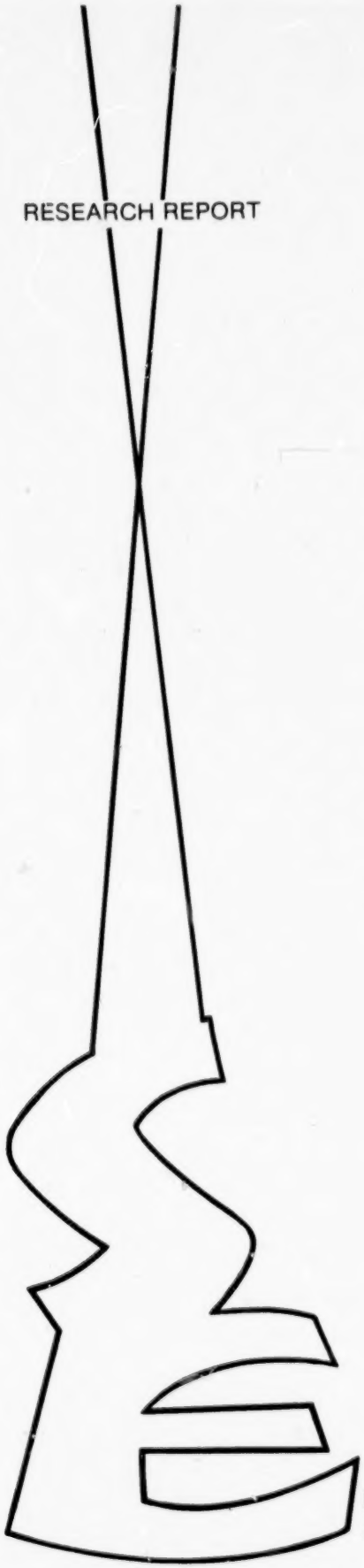
Since the summer of 1967, the Institute for Services to Education (ISE) has managed summer workshops as an essential part of the Thirteen-College Curriculum Program (TCCP). The purpose of the TCCP is to develop for a group of black colleges new curriculum materials, new patterns of instruction, and new institutional structures. The work is done jointly by the faculty in the colleges themselves and the ISE staff. Results are tried out by teachers in their own classes and introduced to new teachers as they enter the program. The present report is an account of the 1971 summer workshop, by which time the program had grown from the original teachers, counselors, and directors who make up the program need to get together for an extended period of time to rethink and rework what they are doing. They need to be free from the immediate pressure of daily teaching, but under the most distant pressure of preparing materials for classrooms. This document includes general procedures of the workshops, the participants, curriculum units (English, math, social institutions, physical sciences, humanities, philosophy, counseling, and directors), facilities, and workshop schedules. (Author/PG)

FILMED FROM BEST AVAILABLE COPY

ED 060086

RESEARCH REPORT

Report of the 1971 SUMMER WORKSHOP



U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

HE 004 902

INSTITUTE FOR SERVICES TO EDUCATION, INC.
2001 S STREET, N.W. WASHINGTON, D.C. 20009

FILMED FROM BEST AVAILABLE COPY

The research reported herein was supported in part by USOE Contract No. OEC 0-8-070867, Division of Higher Education Research.

ED 085003

Report of the

1971 SUMMER WORKSHOP

November 1972

Institute for Services to Education, Inc.
2001 S Street, N. W.
Washington, D. C. 20009

– ABOUT THE INSTITUTE FOR SERVICES TO EDUCATION –

The Institute for Services to Education was incorporated as a non-profit organization in 1965 and received a basic grant from the Carnegie Corporation of New York. The organization is founded on the principle that education today requires a fresh examination of what is worth teaching and how to teach it. ISE undertakes a variety of educational tasks, working cooperatively with other educational institutions, under grants from government agencies and private foundations. ISE is a catalyst for change. It does not just produce educational materials or techniques that are innovative; it develops, in cooperation with teachers and administrators, procedures for effective installation of successful materials and techniques in the colleges.

ISE is headed by Dr. Elias Blake, Jr., a former teacher and is staffed by college teachers with experience in working with disadvantaged youth and Black youth in educational settings both in predominantly Black and predominantly white colleges and schools.

ISE's Board of Directors consists of persons in the higher education system with histories of involvement in curriculum change. The Board members are:

Vernon Alden	Chairman of the Board, The Boston Company, Boston, Massachusetts
Herman Branson	President, Lincoln University
Kingman Brewster, Jr.	President, Yale University
Donald Brown	The Center for Research on Learning and Teaching, University of Michigan
Arthur P. Davis	Graduate Professor in English, Howard University
Carl J. Dolce	Dean, School of Education, North Carolina State University
Alexander Heard	Chancellor, Vanderbilt University
Vivian Henderson	President, Clark College
Martin Jenkins	Director, Urban Affairs, ACE
Samuel Nabrit (Chairman)	Executive Director, Southern Fellowship Fund, Atlanta, Georgia
Arthur Singer	Vice-President, Sloan Foundation, New York, N.Y.
Otis Singletary	President, University of Kentucky
C. Vann Woodward	Professor of History, Yale University
Stephen Wright	Vice-President of the Board, CEEB
Jerrold Zacharias	Professor of Physics, Massachusetts Institute of Technology

– ABOUT THE THIRTEEN-COLLEGE CURRICULUM PROGRAM –

From 1967 to the present, ISE has been working cooperatively with the Thirteen College Consortium in developing the Thirteen College Curriculum Program. The Thirteen College Curriculum Program is an educational experiment that included developing new curricular materials for the entire freshman year of college in the areas of English, Mathematics, Social Science, Physical Science, and Biology and two sophomore year courses, Humanities and Philosophy. The program is designed to reduce the attrition rate of entering freshman through well thought-out, new curricular materials, new teaching styles, and new faculty arrangements for instruction. In addition, the program seeks to alter the educational pattern of the institutions involved by changing blocks of courses rather than by developing single courses. In this sense, the Thirteen College Curriculum Program is viewed not only as a curriculum program with a consistent set of academic goals for the separate courses, but also as a vehicle to produce new and pertinent educational changes within the consortium institutions. At ISE, the program is directed by Dr. Frederick S. Humphries, Vice-President. The curricular development for the specific courses and evaluation of the program are provided by the following persons:

COURSE	ISE STAFF
English	Mr. Sloan Williams, Senior Program Associate Miss Ethel Lewis, Program Associate Mr. Charles Hodges, Research Assistant
Social Science	Dr. George King, Senior Program Associate Mrs. Mary Brown, Program Associate Dr. Al-Tony Gilmore, Program Associate Miss Charlottie Simpson, Secretary
Mathematics	Mr. Bernis Barnes, Senior Program Associate Dr. Phillip McNeil, Program Associate Dr. Walter Talbot, Consultant Mrs. Debrah Johnson, Secretary
Physical Science	Dr. Leroy Colquitt, Senior Program Associate Dr. Roosevelt Calbert, Program Associate Dr. Ralph Turner, Consultant Miss LuCinda Johnson, Secretary
Biology	Dr. Charles Goolsby, Senior Program Associate Dr. Daniel Obasun, Program Associate Dr. Paul Brown, Consultant Mrs. Jeanette Faulkner, Secretary

COURSE	ISE STAFF
Humanities	Mr. Clifford Johnson, Senior Program Associate Mr. Roger Dickerson, Consultant Mr. Keorapetse W. Kgositsile, Consultant Miss Margot Willett, Research Assistant
Philosophy	Dr. Henry Olela, Program Associate Dr. Conrad Snowden, Consultant Mrs. Alma J. Ealy, Secretary
Counseling	Dr. Gerald Durley, Senior Program Associate Dr. Joseph Turner, Senior Research Associate Mr. John Faxio, Research Assistant Mrs. Judith Rogers, Secretary

In addition, Miss Patricia Parrish serves as Executive Assistant to the Vice-President and Mrs. Melvina Kelly serves as Secretary to the Vice-President.

The curriculum staff is assisted in the generation of new educational ideas and teaching strategies by teachers in the participating colleges and outside consultants. Each of the curriculum areas has its own advisory committee, with members drawn from distinguished scholars in the field but outside the program.

The number of colleges participating in the program has grown from the original thirteen of 1967 to nineteen in 1970. The original thirteen colleges are:

Alabama A & M University	Huntsville, Alabama
Bennett College	Greensboro, North Carolina
Bishop College	Dallas, Texas
Clark College	Atlanta, Georgia
Florida A & M University	Tallahassee, Florida
Jackson State College	Jackson, Mississippi
Lincoln University	Lincoln University, Pennsylvania
Norfolk State College	Norfolk, Virginia
North Carolina A & T State University	Greensboro, North Carolina
Southern University	Baton Rouge, Louisiana
Talladega College	Talladega, Alabama
Tennessee A & T State University	Nashville, Tennessee
Voorhees College	Denmark, South Carolina

A fourteenth college joined this consortium in 1968, although it is still called the Thirteen-College Consortium. The fourteenth member is:

Mary Holmes Junior College	West Point, Mississippi

In 1970, five more colleges joined the effort although linking up as a separate consortium. The members of the Five-College Consortium, including a sixth added later, are:

Elizabeth City State University	Elizabeth City, North Carolina
Fayetteville State University	Fayetteville, North Carolina
Langston University	Langston, Oklahoma
Saint Augustines College	Raleigh, North Carolina
Southern University	Shreveport, Louisiana
Texas Southern University	Houston, Texas

In 1971, eight more colleges jointed the curriculum development effort as another consortium. The member of the Eight College Consortium are:

Alcorn A & M College	Lorman, Mississippi
Bethune-Cookman College	Daytona Beach, Florida
Grambling College	Grambling, Louisiana
Jarvis Christian College	Hawkins, Texas
LeMoyne-Owen College	Memphis, Tennessee
Southern University in New Orleans	New Orleans, Louisiana
University of Maryland, Eastern Shore	Princess Anne, Maryland
Virginia Union University	Richmond, Virginia

Seven additional colleges created still another consortium in 1972, entitled the Consortium for Curricular Change. These colleges are:

Coppin State College	Baltimore, Maryland
Huston-Tillotson College	Austin, Texas
Lincoln University	Jefferson City, Missouri
Mississippi Valley State College	Itta Bena, Mississippi
Shaw College	Detroit, Michigan
Bowie State College	Bowie, Maryland
Livingstone College	Salisbury, North Carolina

The Thirteen-College Curriculum Program has been supported by grants from:

The Office of Education, Title III, Division of College Support
The Office of Education, Bureau of Research
The National Science Foundation, Division of the Undergraduate Education
The Ford Foundation
The Carnegie Corporation
The Esso Foundation

Contents

Page

1. Why Summer Workshops..... 1

2. General Procedures..... 3

3. Participants and ISE Staff..... 5

4. Curriculum Units and Teaching Workshops..... 7

5. Facilities..... 9

6. Distinctive Features of Summer 1971..... 10

7. The Workshops..... 11

   Orientation for all teachers
   - Descriptions..... 12
   - Schedule..... 13

   English
   - Descriptions..... 14
   - Schedule..... 15

   Mathematics
   - Descriptions..... 16
   - Schedule..... 18

   Social Institutions
   - Descriptions..... 19
   - Schedule..... 20

   Physical Science
   - Descriptions..... 21
   - Schedule..... 23

   Biology
   - Descriptions..... 24
   - Schedule..... 25

   Humanities
   - Descriptions..... 26
   - Schedule..... 28

   Philosophy
   - Descriptions..... 29
   - Schedule..... 30

   Directors
   - Descriptions..... 31
   - Schedule..... 32

   Counseling
   - Descriptions..... 33
   - Schedule..... 35

8. Guest Speakers and Topics..... 36

1. WHY SUMMER WORKSHOPS

Since the summer of 1967, the Institute for Services to Education (ISE) has managed Summer Workshops, initially of 8 weeks duration then of 6 weeks duration, as an essential part of the Thirteen-College Curriculum Program (TCCP). The purpose of the TCCP is to develop for a group of black colleges new curriculum materials, new patterns of instruction, and new institutional structures. The work is done jointly by the faculty in the colleges themselves and the ISE staff. Results are tried out by teachers in their own classes and introduced to new teachers as they enter the program.

The present report is an account of the 1971 Summer Workshop, by which time the program had grown from the original thirteen colleges (the circumstance for its name) to 31 colleges and universities. The details of this report illustrate the general principles underlying the previous Summer Workshops as well.

The theory of the Summer Workshop is that the teachers, counselors, and directors who make up the program need to get together for an extended period of time to rethink and rework what they are doing. They need to be free of the immediate pressure of daily teaching, but under the more distant pressure of preparing real stuff for real classrooms. The long summer vacation in the academic year is ready made for this purpose.

For an experimental effort, to begin with a Summer Workshop is especially important. Attempting to work with teachers engaged full-time in teaching and just devoting extra hours to innovation and experiment poses the difficulty that the program will start already locked into established practices, with no opportunity to achieve the necessary distance.

The Summer Workshop fits broadly into Cycles of Development, for which a full year is the natural period. Teachers, counselors and directors need to try out ideas, get feedback, make revisions and try again. In the Cycle of Development, there is invention during the summer, tryout during the academic year, revision with new ideas introduced the following summer, and further tryout the following academic year. The cycles continue several years leading to the publication of materials, new patterns of teaching, and institutional change.

By the spring of 1972, the close of the fifth Cycle of Development, the teachers and the ISE staff had produced approximately 50 manuals. These include both excerpts from books and articles and writing by ISE staff and teachers. Some of the manuals are for students, some for teachers, and some for both. The manuals range in length from 25 pages to 500 pages and total 6000 pages. (Note: this total does not include research reports and descriptive materials about the program, such as the present report).

The program is designed for different levels of creativity among teachers. It is proper that after a certain number of years there be a good supply of curriculum materials and activities on hand for the use of teachers, but it is not proper that these materials and activities foreclose future developments. There is a tension in the program between teachers learning about previous results as embodied in the materials and teachers developing their own materials. Some teachers benefit from straight forward use of the materials developed so far; others are stimulated to build further on that experience, working with their colleagues to achieve additional results.

2. GENERAL PROCEDURES

The 1971 Summer Workshop met at Bishop College from July 6 through August 13, five days a week for six weeks. The basic working day was a morning period of from 8:00 or 9:00 a.m. to 12:00 p.m. and an afternoon period of from 1:30 p.m. to 5:00 p.m. Evenings were open for study, for smaller groups to work on projects, for special lectures, and for relaxation.

Planning for the 1971 Summer Workshop began while the 1970-71 academic year was still in progress. In April, all the ISE staff and teachers met for three days in Atlanta, both to evaluate activities presently underway and, on the basis of that evaluation, to start designing the summer's work. Matters to be decided included distinctive purposes of the summer program, specific workshops to be given, and books and equipment to be purchased. ISE staff undertook responsibility for carrying out arrangements and recruiting additional staff. In May and June, the ISE staff and teachers in particular disciplines held further meetings in smaller groups. Also in June several staff members and consultants visited Dallas to explore use of the city's institutions in the summer's activities. On June 27 a week before the Summer Workshop was scheduled to begin, the ISE staff arrived at Bishop College, to select rooms for workshops, to set up equipment and to complete conference plans.

The main business of the Summer Workshop was done by the participants in the different areas working in small groups called workshops. The principle kind of workshop, called a teaching workshop, served to introduce teachers to the curriculum materials developed so far and to bring teachers together to work on new materials. Other workshops enabled teachers to advance in their own fields. Thus, a modern algebra course was taught in the Thirteen-College Curriculum style and a course on writing and playing music was given for "non-musical" teachers. Workshops were of a variety of forms, depending on the task at hand -- demonstrations, studios, laboratories, seminars. Also, in each of the areas, guest speakers were invited to the Summer Workshop for a few days to give lectures and demonstrations on special topics. Opportunity for participants from different areas to share ideas and compare notes was provided by informal occasions such as meals and late-afternoon social hours.

The summer program was immediately concerned with developing new courses for traditionally black colleges. It also sought, however, to put this effort in the perspective of the broad issues raised by the very presence of black colleges, as an identifiable group of institutions, in higher education. To this end, a series of lectures for all participants was organized on the question of the mission of the black colleges in a pluralistic society.

The Summer Workshop offered interested teachers an opportunity to obtain graduate credit at two universities. The necessary additional

study was done under the direction of the ISE staff and the teachers paid the universities the necessary fee. Twenty-three teachers and counselors undertook study which was awarded graduate credit at North Carolina A & T State University. Ten counselors undertook study which was awarded graduate credit at Pacific Lutheran University. The graduate students participating in the Summer Workshop also received graduate credit for their work and this was awarded by the institutions they attended during the academic year.

Following the Summer Workshop, the ISE staff took principal responsibility for assembling and editing material developed during the summer and distributing the results to the teachers.

3. PARTICIPANTS AND ISE STAFF

The 1971 Summer Workshop was attended by approximately 390 teachers, counselors, and directors from 31 colleges and universities; 37 graduate students from three of those universities; and 17 visitors from outside the program. Well over half of the participants were new to the program. The graduate students were in the Three Universities Project, a two-year sequence which offers an M.A. in English or history and which included the TCCP as an internship experience.

The ISE staff totaled 50 people, 37 professionals and 13 administrative and secretarial. About half the staff came from ISE's Washington office and half were recruited specially for the summer program. In addition, as instruction in special areas proved necessary -- for example, in photography, music, tie-dyeing -- teachers with special talent in these directions helped teach the other teachers. Special lectures and demonstrations were given by a total of 26 guest speakers.

It will be helpful to say something about the characteristics looked for in the selection by the colleges of the teachers, counselors, and directors to participate in the program, and about characteristics looked for in the selection of the ISE staff.

The teachers need to be willing to experiment with new methods of instruction, which in the TCCP means learning how to make learning more active. The teachers need to listen as well as talk; to pose new problems for students; and to encourage students to pose problems for themselves. Teachers need to use paperbacks, magazines, and materials of their own preparation rather than just rely on textbooks.

The counselor's work is tied closely to that of the teacher. He is concerned with academic matters as well as personal and career matters. If work in the classroom is not going well, the counselor represents the teacher's viewpoint to the student as well as the student's viewpoint to the teacher. If the student is not learning it may be the student's "problem," but it may also be the teacher's "problem", if the teacher is not able to make himself clear. Similarly, in the student's relationship to the administration, the counselor not only represents the administration's viewpoint to the student, but the student's viewpoint to the administration.

The director represents a new kind of position on the campus. For an experimental program in the context of a larger regular program, he is at once planner, administrator, and educational leader. As planner, he is concerned with matters ranging from physical layout to institutional structure within the program. As administrator, he works cooperatively with the business office. As educational leader, he has knowledge of the content of several academic disciplines and general knowledge of the psychology of teaching.

ISE maintains professional staff in each of the areas in which the TCCP is involved. There are three equally important criteria used in the selection of these men and women (although to be sure, not everyone

satisfies each criterion equally): one, experience teaching in the black colleges; two, proved ability as a creative teacher and developer of new curriculums; ability to demonstrate good teaching, not merely talk about it; three, recognition through publication and other means as a contributor to a given field -- English, chemistry, educational research, etc. For English and the humanities, this last category includes work in the creative arts -- poetry, music, painting -- as well as criticism and scholarship. Smooth functioning of the Summer Workshop requires an overall director, two administrative assistants for the director, clerical support, and good messenger service.

4. CURRICULUM UNITS AND TEACHING WORKSHOPS

The curriculum materials and activities that constitute a course are built up from previously developed curriculum units. A unit can last from a few class periods to a month or so. A unit focuses on a particular topic or activity. Physically, it often includes a number of related components -- readings, guide for teachers, equipment, tests, classroom practices. The 1971 Summer Workshop started with a sizeable collection of curriculum units already on hand, developed at the previous Summer Workshops. The teaching workshops served to introduce the units to the teachers and to involve the teachers in the development of their own units.

The reason in the summer of 1967 for starting the TCCP with the development of units was simply that no one knew enough to start with an entire course -- unless it were the same course he had already been giving. As the program progressed, different units were developed and tried out; some were dropped; some were developed further; and new units were introduced and tried out. The next step was to put successful units together into sequences, with different sequences also explored experimentally. Finally, several sequences were put together to constitute a course. (Note: as a matter of program usage, the term "unit" is sometimes also used to refer to a sequence). By the summer of 1971, in most fields, there were more than enough units for a course and different teachers put together their courses in different ways, many adding their own units as parts of their courses.

As they presently exist, the basic design of the curriculum units is to open matters up for students so that they can devise and interpret problems for themselves. Units encourage students to work with things, to engage in activity, to formulate and solve problems. In math, one of the units focuses on students' learning the computer-language BASIC, so that they can program problems in mathematics and physics, problems assigned by teachers or of their own making. In English, one of the units focuses on Chamber Theater, in which classroom dramatizations serve as incentives to writing and reading and as aids to understanding the matter of point-of-view in fiction. In social science, one of the units focuses on Community Studies, so that students can find out for themselves how local institutions work, from TV stations to welfare agencies.

The basic design of the teaching workshops is to involve the teachers in working with units. First, the ISE staff and veteran teachers demonstrate teaching, using the units, with the other teachers serving as students. The teachers themselves do computer programming, carry out chamber theater dramatizations, undertake community studies. Then, the new teachers take turns doing the teaching, again with the other teachers serving as students. Here the teachers assume responsibility for arranging for all the equipment, reading matter, tapes, records, field trips, just as if they were teaching in their own classrooms. Finally, the new teachers collaborate with each other on the development of their own units, and teach their units to the other teachers.

Thus, through the use of curriculum units and teaching workshops the teachers are engaged in fresh thinking about teaching by actually teaching in new ways, not just talking about it. The approach is specific, technical, and task oriented. Theorizing is not empty, but related to classroom practice. Discussion of teaching follows demonstrations, and hence is truly analytical and practical.

5. FACILITIES

The facilities required for a Summer Workshop are much like those required for a college -- classrooms, studios, laboratories, residence halls, dining halls, libraries. And good facilities, and their proper management, are as important for the smooth functioning of a Summer Workshop as they are for the smooth functioning of a college. In contracting with a college for the use of its facilities for the summer, ISE lists the following requirements:

One. Work space is needed for classrooms, seminar rooms, laboratory facilities, general meeting areas, office areas. Work space must be for the exclusive use of the Workshop and available everyday, including Saturdays, and into the evenings. Exclusive use of space is important because the TCCP makes use of much special equipment, -- journals, tape recorders, film, video recorders, books, duplicating equipment, laboratory equipment, computer terminals, and the like -- and this equipment cannot be gotten out and stored away for every working session.

Two. A special note is necessary on science laboratories. About one-fifth of the TCCP is devoted to physical and biological sciences. For each 100 participants this means that approximately 10 physical science places and 10 biological science places are needed in laboratories. Basic facilities are supplied by the college; ISE brings in all the special equipment used in the program so that teachers will become familiar with what they will be using on their own campuses.

Three. A good portion of the summer's effort goes into writing new materials and duplicating papers and articles to be shared by a number of teachers. There is also the usual business of notices, memos, mail, personal correspondence, ordering and obtaining books and supplies.

Four. Ideally, each participant should have his own room in the residence halls, although financial limitations and lack of space may require doubling up. Lounge facilities for relaxation and informal meetings are also necessary. Most participants will be present for the entire workshop, but there are also visitors who come for a few days or for a week or so. At the workshops, ISE has assumed responsibility for assigning rooms, making reservations, checking participants in and out, and the like. Some participants bring their families and make arrangements to live off campus.

Five. Food should be good, varied, and served without long waiting lines -- three times a day. Comparison between educational processes and military processes is ordinarily dangerous, but in the matter of food it is sound. Like Napoleon's army, the workshop marches on its stomach.

6. DISTINCTIVE FEATURES OF SUMMER 1971

The Summer Workshops have all been devoted to developing new material, developing new approaches to teaching, and producing institutional change. But each workshop occurs at a different stage in the development of ideas and in the expansion of the program to additional colleges. And so the 1971 Summer Workshop was distinctive in several ways.

One. In the first few Summer Workshops, developing new units was especially important. For, while some units were in good shape, there were not enough finished units to fill the courses. The 1971 Summer Workshop was the first workshop that began with all the units available one could possible need, in most fields. This was fortunate for the 1971 summer program also featured the largest number of new teachers to be introduced to the program -- new teachers resulting from turnover and expansion of the programs on the original campuses and new teachers coming from the new programs on the new campuses. As previously, noted, the TCCP experience has been that an important part of the work with teachers is a certain dynamism between the introduction to existing units to teachers and involvement of teachers in the development of their own units. It is this procedure which allows the program to deal with different levels of creativity among teachers. While the focus summer of 1971 was more on introducing new teachers to existing units, sufficient activity in making new units had to be maintained to keep that dynamism going.

Two. The program on each campus consists of teachers in the different fields, a counselor, and a director. Each has its separate task, but all are working with the same students. One problem in the program has been a lack of communications among staff members and the strong centrifugal pull of the academic departments. The 1971 Summer Workshop put special emphasis on the TCCP faculty forming a more cohesive group, working together as a team. Much of the responsibility for this effort fell to the directors and counselors.

Three. Colleges came into the program grouped in consortiums. Consequently, the point made above -- the present emphasis on introducing teachers to established units while still maintaining the dynamics of working with new units -- applies to the consortiums as a whole. The first consortium, the Thirteen-College Consortium, was more concerned with developing new units. The later consortiums were more concerned with building on that experience.

Four. A distinctive feature of the program is the reliance on activities; students do not just sit still listening to lectures. The science courses are based on laboratory work; the math course uses computers and other devices; English, humanities; and social science require tape recorders, record players, many paperbacks, and so on. The 1971 Summer Workshop devoted considerable effort to devising a list and description of the basic materials needed in each course and to figuring out minimum costs based on a unit of 100 students.

7. THE WORKSHOPS

Once the general principles are set forth, the best way to explain the scope, detail, and complexity of the 1971 Summer Workshop is simply to list all the individual workshops offered and show how they were scheduled. The present section provides this information field by field. Readers may both want to study in detail the workshops offered in their particular field of interest and skim through the other fields to get a sense of the general design. Most of these workshops were planned by the teachers and ISE staff before the Summer Workshop began, but some evolution and redirection occurred in the course of the summer as new tasks arose.

The first item describes workshops scheduled for four afternoons during the first and second weeks of the program for all teachers. These were demonstrations of the materials and activities in each of four freshmen courses. The demonstrations were designed for general audiences, not just for teachers in a given discipline.

Orientation For All Teachers

Demonstration of Selected Freshmen Materials

Orientation of teachers to curriculum development in four freshmen fields, not just to their own field:

- English
- Mathematics
- Social Science
- Physical Science

The problem was how to reach all teachers with all four fields, in a few days, in reasonably small classes.

Eight demonstrations, two in each field, were conducted simultaneously by the staff, and repeated four times, two afternoons the first week and two afternoons the second week.

Eight groups of teachers were formed, in terms of the colleges with which affiliated, and rotated so that each group of teachers devoted one afternoon to each field.

Plenary Sessions

First morning: Introduction and welcome.
Last morning: Summary and good luck.

Orientation for all Teachers

	Monday	Tuesday	Wednesday	Thursday	Friday
July A.M.	5	6 Plenary Session	7	8	9
P.M	Arrival and Registration			Demonstration of Selected Freshman Materials →	
A.M.	12	13	14	15	16
P.M	Demonstration of Selected Freshman Materials →				
A.M.	19	20	21	22	23
P.M.					
A.M	26	27	28	29	30
P.M.					
August A.M.	2	3	4	5	6
P.M.					
A.M.	9	10	11	12	13 Plenary Session
P.M.					Departure

English
(Number of Teachers: 99)

Teaching Workshop

Demonstrations of program methodology and materials, initially by ISE staff, then by teachers themselves as they explore the materials. Demonstrations focused on sequences on Responsibility, Love, Choice, and Alienation. The last week was devoted to demonstrations of materials developed during the workshop.
First through sixth week, mornings, four times a week.

Group Meetings

Preparation for Teaching Workshop
Met in four sections
First through sixth week, mornings, four times a week.

Book Seminar

Discussion of two key works in program: Antigone by Sophocles and The Outsider by Richard Wright
Second through fourth week, one morning each week.

Improvisation Workshop

Improvisational theatrical techniques as a classroom method for stimulating students to express their ideas, and relating such expression to skill development in writing and reading.
Three sections conducted simultaneously.
Second week, three afternoon sessions.

Voice Workshop

For new teachers in the program.
Exploration by staff and teachers of their own speaking and writing voices, with main emphasis on voice as an approach to teaching writing, speaking, and reading.
Met sometimes jointly, sometimes in two sections.
Third through sixth week, two afternoons a week.

Writing Workshop

For teachers with previous experiences in the program.
Writing expository prose.
Met in two sections.
Fourth through sixth week, two afternoons a week.

Share-In

For teachers with previous experience in the program.
Discussion of the materials used in the 1970-71 academic year; things that worked and things that didn't.
Third week, two afternoons.

English

	Monday	Tuesday	Wednesday	Thursday	Friday
July A.M.	5	6	7 Teaching Workshop →	8 →	9 → Same for special Saturday Workshop
P.M		English Orientation →	→		
A.M.	12 Group Meetings → Teaching Workshop →	13 → →	14 → →	15 → →	16 Book Seminar
P.M			Improvisation Workshop →	→	→
A.M.	19 Group Meetings → Teaching Workshop →	20 → →	21 → →	22 → →	23 Book Seminar
P.M.	Voice Workshop (joint session)	Share-in | Independent study	Voice Workshop Sec. 1 | Independent study	Voice workshop Sec. 2 | share-in	Independent Study
A.M	26 Group Meetings → Teaching Workshop →	27 → →	28 → →	29 → →	30 Book Seminar
P.M.	Voice Workshop Joint | Writing Workshop Sec. 1	Writing Workshop Sec. 2 | Independent Study	Voice Workshop Sec. 1 | Writing Workshop Sec. 1	Voice Workshop Sec. 2 | Writing Workshop Sec. 2	Independent study
August A.M.	2 Group Meetings → Teaching Workshop →	3 → →	4 → →	5 → →	6 Book Seminar
P.M.	Voice Workshop Joint | Writing Workshop Sec. 1	Writing Workshop Sec. 2 | Independent Study	Voice Workshop Sec. 1 | Writing Workshop Sec. 1	Voice Workshop Sec. 2 | Writing Workshop Sec. 2	Independent Study
A.M.	9 Group Meetings → Teaching Workshop →	10 → →	11 → →	12 → →	13
P.M.	Voice Workshop Joint | Writing Workshop Sec. 1	Writing Workshop Sec. 2 | Independent Study	Voice Workshop Sec. 1 | Writing Workshop Sec. 1	Voice Workshop Sec. 2 | Writing Workshop Sec. 2	

Mathematics
(Number of Teachers: 74)

Modern Algebra

Basic concepts taught using TCCP approach.
Participation voluntary (taken by 15 teachers).
Second through sixth week, every morning.

Demonstrations by Staff and Veteran Teachers

Continuation just for mathematics teachers of demonstrations and discussions begun for all teachers.
First and second weeks.

Computer Programming

Sections held both for mathematics teachers and physical science teachers.
Second week, one session a day, 1 1/2 hours a session.

Mathematics Laboratory

Games, puzzles, physicals models for teachers to explore and find ideas for own mathematical units.
Throughout conference, at teacher's convenience.

Committees

Teachers work on one or more of the following study groups or committees.

Outline Committee -- to help new teachers choose a core of units for use in their courses. Based on an intentional oversupply of materials for a year's work.

Evaluation Committee -- to devise new tests to evaluate student progress in the style of the new materials and activities.

Model Committee -- to devise additional models, or new interpretations for familiar models, for use with units.

Pre-Calculus Committee -- to develop units bearing on concepts of the calculus, for prospective mathematics majors.

Computer Committee -- to develop new units for use with the computer.

Writing Committees -- to compile reports of classroom demonstrations.

Individual College Planning Committee -- to help teachers from a given college work together to organize their course.

Committees were begun the end of the second week by veteran teachers; new teachers joined committees the end of the third week.
Meetings of individual committees scheduled one at a time, other teachers during that period worked on projects developing out of own committees or sat in on meetings).

Demonstrations by New Teachers

Further continuation of demonstrations followed by discussions of those demonstrations, but with new teachers teaching topics they had developed, with other teachers serving as students.
Third through sixth weeks.

Teaching Strategies

Veteran teachers describe own classroom experiences, followed by general discussion.
Third week, and occasionally later.

Mathematics

	Monday	Tuesday	Wednesday	Thursday	Friday
July A.M.	5	6	7 Modern Algebra → Demonstrations by Staff and Veteran Teachers	8 Film on teaching	9 → Same for Special Saturday Workshop
P.M.		Mathematics Orientation →	Film on teaching		
A.M.	12 Modern Algebra → Demonstrations by Staff and Veteran Teachers →	13	14	15	16
P.M.			Computer Programming Mathematics Laboratory →	Committees →	
A.M.	19 Modern Algebra → Demonstrations by New Teachers Teaching Strategies →	20	21	22	23
P.M.	Computer Programming Mathematics Lab. Committees → (Outline)	(Models)	(Outline)	(Models)	
A.M.	26 Modern Algebra → Demonstrations by New Teachers Committees → (Pre-calculus, Models)	27 (Evaluation)	28 (Computer)	29 (Pre-calculus, Models)	30 (Evaluation)
P.M.	General Meeting Teaching Strategies	Mathematics Laboratory Committees (Writing)	Demonstrations by New Teachers Teaching Strategies →	Committees (Writing)	Mathematics Laboratory
August A.M.	2 Modern Algebra → Demonstrations by New Teachers Special Lecture (Dr. Hall)	3 → Committees (Evaluation)	4 → (Computer)	5 → (Evaluation)	6 → General Meeting
P.M.	Committees → (Pre-calculus, Models)	Demonstrations by New Teachers → (Writing)	(Pre-calculus, Models)	Demonstrations by New Teachers → (Writing)	Mathematics Laboratory
A.M.	9 Modern Algebra → Demonstrations by New Teachers → Committees → (Computer, Pre-calculus)	10 → (Evaluation)	11 General Meeting → Philosopy of Mathematics Program	12 → Reports of Committees	13
P.M.	Demonstrations by New Teachers → Committees → (Models)	→ (Writing)	Mathematics Laboratory	Teachers have individual conferences with Staff	

Social Science
(Number of Teachers: 84)

Simulation Game

Design a new, ideal community.
Met simultaneously in three sections; teachers work as students.
First week.

Community Study

Having created an ideal community, teachers then analyzed an existing community.
Lectures on, and first-hand investigation of, various public service agencies in Dallas.
Teachers worked separately or in small groups, but kept in touch through periodic meetings and a weekly newsletter.
Teachers then made presentations to the larger group of what they found and how this experience could be used in the classroom.
Teachers investigated a number of institutions:

- Urban League
- Block Partnership
- Negro Chamber of Commerce
- Police Department
- South Dallas Development Center
- South Dallas Community House
- Operation Breadbasket
- Various legal services

Teachers also did Street Corner Research (Investigation of how a community views things by talking to folks in their homes, stores, barbershops, and on the street).
Second and third weeks devoted to field work.
Fourth week devoted to reports by teachers of their findings.

Social and Historical Aspects of Black Music

Symposia, lectures, and demonstrations on African, Latin, and Afro-American music and the black experience, so that black music is seen as not just a North American phenomenon, but as related to a triangle of countries.
Fifth week, all day every day.

Teaching Workshop

Each teacher prepared a short unit and taught it to the other teachers who served as students.
Sixth week, all day every day.

Social Science

	Monday	Tuesday	Wednesday	Thursday	Friday
July A.M.	5	6	7 Simulation Game	8	9 Same for special Saturday Workshop
P.M		Social Institutions Orientation			
A.M.	12 Community Study (Fieldwork)	13	14	15	16
P.M					
A.M.	19 Community Study (Fieldwork)	20	21	22	23
P.M.					
A.M	26 Community Study (Teachers report their findings	27	28	29	30
P.M.					
August A.M.	2 Social and Historical Aspects of Black Music	3	4	5	6
P.M.					
A.M,	9 Teaching Workshop	10	11	12	13
P.M.					

Physical Science
(Number of Teachers: 29)

Physical Science Orientation

Discussion of outline of course, philosophy of program, and structure of conference.
First week, two mornings, two afternoons.

Teaching Workshop

Familiarized teacher with materials in latest curriculum units and the teaching style of the program through simulated-classroom demonstrations.

ISE staff gave demonstrations -- assumed role of teacher, while teachers played role of students. Analysis of teaching strategies followed demonstrations.
First, second, and half of third week; Monday, Wednesday, and Friday mornings.

Teachers gave classroom demonstrations.
Fourth, fifth, and sixth weeks; Monday, Wednesday, and Friday mornings.

Administrative Conference

Business of the Summer Workshop, assignments, reports, etc.
Discussion of required apparatus for course and procedures for ordering material.
Second through sixth week, parts of two mornings each week.

New Units Workshop

Teachers work in small groups with a group leader. Each teacher undertakes two assignments.
New units under development are:

- Measurement
- Energy
- Biochemistry
- Experiments in chemistry
- Use of computer in teaching physical science (See "Computer Programming" under Mathematics).
- Use of video recorder.
- Stereochemical theory of odor.

Second through sixth week; three afternoons a week.

Individual Writing

Teachers work on further development of units already underway.

Physical Science Seminars

Seminars by visiting scientists on The Structure & Nature of Biology, Physics, Chemistry and Mathematics.
Second through sixth week, part of one afternoon each week.

Laboratory

"Hands on", operations to familiarize teachers with experimental apparatus used in course.
Third through sixth week; two afternoons a week.

Physical Science

	Monday	Tuesday	Wednesday	Thursday	Friday
July A.M.	5	6	7 Physical Science Orientation →	8	9 Teaching Workshop by ISE staff same for special Saturday workshop
P.M		Physical Science Orientation	↓		
A.M.	12 Teaching Workshop by ISE staff	13 Administrative Conference New Units Workshop (leaders conference)	14 Teaching Workshop by ISE staff	15 Physical Science Seminars Administrative Conference	16 Teaching Workshop by ISE staff
P.M			Individual Writing New units workshop	Laboratory	Individual Writing New units workshop
A.M.	19 Teaching Workshop by ISE staff	20 Physical Science Seminars Administrative Conference	21 Teaching Workshop by ISE staff	22 Physical Science Seminars Administrative Conference	23 Teaching Workshop by teachers
P.M.	Individual writing New units workshop	Laboratory	Individual Writing New units workshop	Laboratory	Individual writing New units workshop
A.M	26 Teaching Workshop by teachers	27 Physical Science Seminars Administrative Conference	28 Teaching Workshop by teachers	29 Physical Science Seminars Administrative Conference	30 Teaching Workshop by teachers
P.M.	Individual writing New units workshop	Laboratory	Individual Writing New units workshop	Laboratory	Individual writing New units workshop
August A.M.	2 Teaching Workshop by teachers	3 Physical Science Seminars Administrative Conference	4 Teaching Workshop by teachers	5 Physical Science Seminars Administrative Conference	6 Teaching Workshop by teachers
P.M.	Individual writing New units workshop	Laboratory	Individual Writing New units workshop	Laboratory	Individual writing New units workshop
A.M,	9 Teaching Workshop by teachers	10 Physical Science Seminars Administrative Conference	11 Teaching Workshop by teachers	12 Physical Science Seminars Administrative Conference	13
P.M.	Individual writing New units workshop	Laboratory	Individual Writing New units workshop	Laboratory	

Biology
(Number of Teachers: 44)

Philosophy and Psychology of Teaching

For all teachers, met together
Discussed: Need for curriculum change; motivating students to study; Teachers' self-concepts related to teaching style.
Developed list of characteristics to distinguish an inductively taught class from a lecture class for use in judging demonstrations offered by staff and teachers.
First week, morning and some afternoons.

New Units Workshop for Veteran Teachers

For teachers with previous experience in the program; divided into four groups of three to five teachers and one staff member each.
Demonstrations of discussion technique by staff members; teachers introduced to laboratory exercises.
Second and third weeks, instruction three hours every morning, teachers worked on own, singly or in groups, in the morning.
Teachers developing new units; results presented each Friday to all biology teachers for comment.
Fourth through sixth week, instruction three hours every morning, teachers worked on own, singly or in groups, in the morning.

Old Units Workshop for New Teachers

For new teachers in the program, divided into five groups of five teachers and one staff member each.
Each teacher taught a unit to the others in his group--including preparation for discussion, assembling teaching aids and laboratory materials, teaching 3 or four laboratory exercises, leading ecological field trip.
Each teacher also served as a recorder for a week and sought to report examples of inductive teaching and learning as they actually occurred.
Group performances were evaluated each Friday.
Second through sixth week, instruction three hours every afternoon, teachers worked on own, singly or in groups, in the morning.

Administrative Conferences

First week, one morning and one afternoon:
ISE and the consortiums; Organizing program for succeeding weeks
Second through sixth week, half hour a day:
Logistics of laboratory supplies, cost of materials, and scheduling of laboratories.

Biology

	Monday	Tuesday	Wednesday	Thursday	Friday
July A.M.	5	6	7 Philosophy and Psychology of Teaching	8 Planning the Succeeding weeks	9 Philosophy and Psychology of Teaching same for special Saturday Workshop
P.M		ISE and the Consortium Arrangement	↓		
A.M.	12 New Units Workshop for Veteran teachers Old units workshop for new teachers →	13 →	14 New Units workshop for Veteran teachers (Demonstrations by staff)	15 →	16 →
P.M			Administrative Conference Old units workshop for new teachers →	→	Old units workshop for new teachers (Evaluation of groups)
A.M.	19 Administrative Conference New Units Workshop for veteran teachers (Demonstration by staff)	20 →	21 →	22 →	23 →
P.M.	Old Units Workshop for new teachers →	→	→	→	→ (Evaluation of groups)
A.M	26 Administrative Conference New Units workshop for veteran teachers (Develop new units)	27 →	28 →	29 →	30 → (Presentation of results to all biology teachers)
P.M.	Old Units Workshop for new teachers →	→	→	→	→ (Evaluation of groups)
August A.M.	2 Administrative Conference New Units workshop for veteran teachers (Develop new units)	3 →	4 →	5 →	6 → (Presentation of results to all biology teachers)
P.M.	Old Units Workshop for new teachers →	→	→	→	→ (Evaluation of groups)
A.M.	9 Administrative Conference New Units Workshop for veteran teachers (Develop new units)	10 →	11 →	12 →	13
P.M.	Old Units Workshop for new teachers →	→	→	→	

Humanities
(Number of Teachers: 28)

Art Studio

Creative work in art for teachers with little training in art -- paint, paper-mache, collage, clay, print-making, multi-media presentation
Open every afternoon; one afternoon a week required of all teachers; throughout conference.

Black Literature Workshop

Examination of black writers of Africa, the Caribbean, and America; the development of standards appropriate to such an examination.
Two mornings a week, required of all teachers, throughout conference.

Music Workshop

Examination of black music (jazz, blues, gospel, etc.) and its African and European roots; criteria for examining any music; composing for teachers with little training in music.
Two mornings a week, required of all teachers throughout conference.

Photography Studio

Creative work in film-making and still photography for teachers with little training in these fields.
Open every afternoon; one afternoon a week required of all teachers; throughout conference.

Dance and Drama Studio

Creative work in dance and drama for teachers with little training in these fields.
Met on a voluntary basis throughout conference.

Occult Workshop

The present-day revival of interest in astrology, eastern religion, etc. -- claims made; commercial aspects; relationship to interest of black students in African religion; relationship to myth, ritual, and religion in Western Culture.
Met on voluntary basis throughout conference.

Workshop Feedback Sessions

At the beginning of each week, starting the third week, the small groups that had been developing new materials in the other workshops made presentations before the entire group.

Old Units Workshops

Revision and editing of units ("Stances of Man," etc.) previously developed.
By groups of not more than ten teachers each, chaired by one of the teachers who helped initiate the unit in question.
Met as necessary at the convenience of the teachers.

New Units Workshop

As offshots of the studios, workshops, and seminars listed above groups of teachers formed to develop new materials and activities for classroom use.
Met as necessary at the convenience of the teachers.

Humanities

	Monday	Tuesday	Wednesday	Thursday	Friday
July A.M.	5	6	7 Art Studio	8 Black Literature Workshop	9 Music Workshop Same for special Saturday workshop
P.M.		Humanities Orientation			
A.M.	12 Planning Succeeding Weeks	13 Black Literature Workshop	14	15 Music Workshop	16
P.M.			Art Studio	Photography Studio	Optional, including Dance and drama Occult Old units, New units
A.M.	19 Workshop Feedback Sessions Presentation by Small Groups	20 Black Literature Workshop	21	22 Music Workshop	23
P.M.	Art Studio	Optional, including Dance and drama Occult Old units, New units	Showing of films for all workshops	Photography Studio	Optional, including Dance and drama Occult Old units, New units
A.M.	26 Workshop Feedback Sessions Presentation by Small Groups	27 Black Literature Workshop	28	29 Music Workshop	30
P.M.	Art Studio	Optional, including Dance and drama Occult Old units, New units	Showing of films for all Workshops	Photography Studio	Optional, including Dance and drama Occult Old units, New units
August A.M.	2 Workshop Feedback Sessions Presentation by Small Groups	3 Black Literature Workshop	4	5 Music Workshop	6
P.M.	Art Studio	Optional, including Dance and drama Occult Old units, New units	Showing of films for all Workshops	Photography Studio	Optional, including Dance and drama Occult Old units, New units
A.M.	9 Workshop Feedback Sessions Presentation by Small Groups	10 Black Literature Workshop	11	12 Music Workshop	13
P.M.	Art Studio	Optional, including Dance and drama Occult Old units, New units	Showing of films for all workshops	Photography Studio	

Philosophy
(Number of Teachers: 15)

Philosophy Seminar

For teachers not trained in philosophy, but preparing to teach it. Most other teachers sat in on seminar although some worked on the other projects during this time.
First through fifth week, two mornings a week.

Editorial Committee

Revision and editing of units.
Throughout workshop, Friday afternoons.

African World-View

Discussion of African approaches to philosophical problems, development of new materials.
Second week, daily.

Teaching Workshop

Demonstrations of old materials and of newly developed materials, by staff and teachers, for criticism and comment.
First through fifth week, Friday afternoons; sixth week, daily.

Writing Workshop

Discussion and further development of three old sequences.
Third through sixth week, daily.

Religion Sequence
Social Philosophy Sequence
Epistemology Sequence

Philosophy

	Monday	Tuesday	Wednesday	Thursday	Friday
July A.M.	5	6	7 Philosophy Seminar	8 General Meeting	9 General Meeting Same for special Saturday Workshop
P.M		Philosophy Orientation	General Meeting		Editorial Committee
A.M.	12 Philosophy Seminar	13 African World-view	14 Philosophy Seminar	15 African World-view →	16
P.M			African World-view	↓	Teaching Workshop Editorial Committee
A.M.	19 Philosophy Seminar	20 Religion Unit	21 Philosophy Seminar	22 Religion Unit	23 Religion Unit
P.M.	Religion Unit	↓	Religion Unit	↓	Teaching Workshop Editorial Committee
A.M	26 Philosophy Seminar	27 Social Philosophy Unit	28 Philosophy Seminar	29 Social Philosophy Unit	30 Social Philosophy Unit
P.M.	Social Philosophy Unit	↓	Social Philosophy Unit	↓	Teaching Workshop Editorial Committee
August A.M.	2 Philosophy Seminar	3 Epistemology Unit	4 Philosophy Seminar	5 Epistemology Unit	6 Epistemology Unit
P.M.	Epistemology Unit	↓	Epistemology Unit	↓	Teaching Workshop Editorial Committee
A.M.	9 Teaching Workshop →	10 →	11 →	12 →	13
P.M.	Teaching Workshop →	→	→	→	

Directors
(Number of Directors: 28)

Administrative Factors

Director's Role
Writing and carrying out proposals
Budgeting - general concerns and suggested model
Scheduling of Program classes
Location of staff personal
Administrative record keeping and organization
Book and course materials ordering
Special administrative concerns of each consortium
- Role of ISE
- Materials revision
- Visiting classes
- Evaluation assistance
- Role of Co-ordinator

(First through third weeks)

Visits to Curriculum Area

Directors gain familiarity with the content, methods, and goals of each curriculum area.
Participate in discussion and activities in each area.
(First through third weeks, visit all areas simultaneously in groups of two or three, rotating areas at intervals.

Talks by Directors

How to organize an advisory council, to aid institutional acceptance and change by Dr. Bernard Crowell, Director of Langston University.
Useful information to collect in the program by Mr. Joe L. Smith, Director, Southern University at Shreveport
(Second week, one morning)

Meetings with ISE Staff

Senior staff members in each curriculum area and in counseling met with the directors, to describe what they are doing and to discuss future directions.
(Second week, one and one-half days.)

NOTE

This program lasted three weeks. It was held for Five-college and Eight-college directors and the one new director in the Thirteen-college consortium. Veteran Thirteen-college directors attended the Summer Workshop intermittently and held one meeting with the Five-college and Eight-college directors.

Directors

	Monday	Tuesday	Wednesday	Thursday	Friday
July A.M.	5	6	7 Visit Curriculum Areas	8 Discussion of visits Administrative Factors (Director's Role)	9 Eight-college Directors Discuss Proposal | Five College Directors Visit Areas
P.M		Origins of ICCP Orientation for Directors	↓		↑ (Same for Special Saturday Morning Workshop)
A.M.	12 Visit Curriculum Areas	13 Talks by Directors Meetings with ISE staff	14 Meeting of all Directors Eight-college Five-College Thirteen-College	15 Meetings with ISE staff	16 Administrative Factors Visit Curriculum Areas
P.M			Visit Curriculum Areas	↓	↓
A.M.	19 Administrative Factors (Budgeting)	20 Administrative Factors (Record keeping) (Ordering materials)	21 Counseling and Evaluation Reports	22 Eight College Directors Admin. Concerns | Five College Directors Visit Areas	23 Summary
P.M.	(Scheduling Classes) (Location of staff)	Visit Curriculum Areas	Eight College Directors Visit Areas | Five College Directors Admin. Concerns	Visit Curriculum Areas	
A.M.	26	27	28	29	30
P.M.					
August A.M.	2	3	4	5	6
P.M.					
A.M.	9	10	11	12	13
P.M.					

Counseling
(Number of Counselors: 27)

Orientation for New Counselors

For new counselors: Philosophy of TCCP, financial aid, job placement, Evaluation and records, recruitment of students, admissions, orientation, Supplementary TCCP educational experiences.
First week.

NOTE:

The veteran counselors did not arrive until the second week.
The program lasted four weeks for the new counselors and three weeks for the veteran counselors.

Orientation for All Counselors

TCCP: past, present, and future.
Second week, first morning.

Seminars

Social structures and sanctions; Personality structure and sanctions; Black students in black colleges; black students in pre-dominantly white colleges; social action; curriculum and staff development;
Another group of seminars dealt with following topics: Youth and drugs (with emphasis on drug-cultures in existence on college campuses); student protest (with attention to the counselor as and advocate of student needs); a student withdrawal (both drop-outs and push-outs); sexual adjustment (normal sex and sexual deviancy in college students).
Second, third, and fourth weeks, mornings.

Movies and raps

Viewed and discussed the following films:
"Black and White--Uptight" -- race relations, community programs, and police activity in Central Boston.
"Black History -- Lost, Stolen, or Strayed?" -- a review of black-related history as it actually happened in contrast to versions in books and movies.
"The Black Panthers -- A Report" -- produced by Grove Press, in the mid '60s, on the formation and early stages of the group.
"Three approaches to Psychotherapy" -- the styles and theories of three different counseling clinicians.
"Maslow and Self-Actualization" -- on individual and group counseling.
"Search and Research: Psychology in Perspective" -- areas of agreement and disagreement in modern psychology.
"Storefront" -- community strategies for dealing with bureaucracies
Second, third, and fourth weeks; evenings, one morning third week.

Field Trips

Trips together or in smaller groups to: SCLS, legal aid services, welfare services, Operation Breadbasket, Fort Worth Federal Drug Abuse Center, VA hospital, Community Family Counseling Center.
Purpose: to see activities in the community into which student interests and efforts might be channeled, and for the counselors to understand better contemporary happenings, such as drug abuse and treatment, and the needs of returning veterans.
Second and third weeks, selected times.

Writing Sessions

Preparation of a "Manual for TCCP Counselors" under direction of an Editorial Committee composed of veteran TCCP counselors.
One afternoon each week and free-time in evenings.

Practicum Lap Groups

Try-outs of counseling strategies and techniques, with students hired to provide high-level simulation; sessions video-taped and discussed; conducted under supervision of professional counselors and clinicians.
Third and fourth weeks, afternoons.

Counseling

	Monday	Tuesday	Wednesday	Thursday	Friday
July A.M.	5	6	7 Orientation for new counselors	8 ↓choice ↓	9 ↓choice ↓
P.M		Orientation for new counselors ↓	↓	↓ Involvement of selected freshman materials	↓ Demonstration of freshman materials
A.M.	12 Orientation for all counselors	13 Seminar (Social structures and sanctions)	14 Seminar (Personality structure and sanctions; Black power and student movements)	15 Seminar (Black students on black campuses)	16 Seminar (Social action)
P.M	Seminar (Curriculum and staff development)	Seminar (Black students on white campuses)	Field trip (SCLC and community organizations) →	Field trip (Community resources)	Discussion in small groups
Evening		Movies and rap →			Writing Session
A.M.	19 Seminar (Youth and drugs)	20 Seminar (Student Protest)	21 Field trip (Federal drug program at Fort Worth	22 Seminar (Student withdrawal and Sexual Adjustment.)	23 Movies and rap "three approaches to Psychotherapy"
P.M.	Practicum Lab Groups →	→	↓	Practicum Lab Groups	Writing Session
Evening	Movies and rap →	→	→	→	
A.M	26 Interpersonal process recall and videotape simulation	27 Seminar (Paraprofessional mental health workers on campus	28 Testing and Evaluation	29 Sensitivity Workshop	30 Discussion of fall program
P.M.	Practicum Lab Groups	Uses of Videotape →	→ (viewed tape of sex symposium held at Alabama A&M)	↓	Departure →
Evening	Writing Session → Movies and rap →	→	→		
August A.M.	2	3	4	5	6
P.M.					
A.M.	9	10	11	12	13
P.M.					

8. GUEST SPEAKERS AND TOPICS

As a supplement to the regular activities of the Workshop, special lectures and demonstrations were scheduled through the summer in each of the curriculum areas, in counseling, and for assemblies of all participants.

All participants
Dr. Henry Cobb
Dean of the Graduate School, Southern University, Baton Rouge. Dr. Cobb was director of the TCCP on Southern's campus in 1968-69
"The Role of Black Colleges: Some Suggestions for the Future"
July 12.

Philosophy
Mr. Sewanyua Kironde
Professor of Philosophy, Southern University
Lecture on "African Myth"
July 13.

Humanities
Mr. Alvin Batiste
Jazz clarinetist; Director of the Jazz Institute at Southern University, Baton Rouge
Lecture demonstrations and performances bearing on "Spiritual Aspects of Black Music"
July 13-15.

Philosophy
Dr. Stanlake Samkange
Professor of History, Harvard University, author of My Country on Trial and African Saga.
Lecture on "African History."
July 14-15.

Counseling
Mr. Langston Tabor
Project Coordinator, Community Training Center in Seattle, Washington
Lecture-demonstration on "Community Resources and Activities"
July 15-17.

All participants
Dr. Martin Jenkins
President Emeritus, Morgan State University; Director, Office of Urban Affairs, American Council on Education
"Black Colleges and Urban Affairs"
July 19.

Counseling
Wendell Lipscomb, M.D.
Staff Psychiatrist and Director of Research, Mendocino State Hospital, Talmage, California. Professor, University of California, Berkeley
Lecture-demonstration on "Drugs, Sexual adjustment, Student Protest."
July 19-23.

Philosophy
Rev. James Jackson
Professor of Philosophy at Voorhees College
Lecture on "The Old Testament"
July 21.

Physical Science
Dr. Lewis L. White
Dean of Science and Professor of Biology at Southern University, Baton Rouge
"The Structure of Biology"
July 21.

Philosophy
Mr. Tyrone Burkett
Professor of Philosophy at Norfolk State College
Lecture on "Black Theology"
July 22.

All participants
Dr. Robert Green
Director, Center for Urban Affairs, Michigan State University
"The Roles of the Black Faculty Members and of the Black Administrator at a Major White Institution."
July 26.

English and Humanities
Mr. A. B. Spellman
Poet, writer, editor of Rhythm Magazine, author of Four Lives in the Bebop Business
Lecture-demonstration on "Billie Holiday: Tragic American Black Artist."
July 26, August 2.

Biology
Dr. Frederick S. Humphries
Vice-President of Institute for Services to Education
Dr. Humphries' scientific work is in emission spectrophotometry
Lecture-demonstration on "Structure of Water"
July 27.

Counseling
Dr. Norman Kagan
Professor of Counseling and Educational Psychology, Michigan State University, East Lansing, Michigan
Lecture-demonstration "Interpersonal Recall in Counseling and Psychotherapy."
July 27-28.

Biology
Dr. Lewis L. White
Dean of Science and Professor of Biology at Southern University, Baton Rouge. Dr. White is an embryologist
Lecture on "Biology as a Career"
Lecture on "Embryology"
July 27-28.

Physical Science
Dr. Walter Talbot
Chairman of Mathematics Department at Morgan State College
"The Structure of Mathematics"
July 28.

Counseling
Dr. Cleveland Gay
Director of Counseling and Guidance, Bishop College, Dallas, Texas.
Lecture-demonstration on "Toward Awareness"
July 29.

All participants
Dr. Elias Blake, Jr.
President, Institute for Services to Education
"The Role of a White Teacher in a Predominantly Black Institution"
August 2.

Mathematics
Dr. Japheth Hall
Chairman of the Mathematics Department, Stillman College
"Mathematics Program for High School Students at Stillman"
August 2-3.

Humanities
Mr. Edwin Hogan
Director, Gospel Stars of New Orleans; Faculty member of Southern University, New Orleans
Lecture-demonstrations and performances bearing on Black Church Music
August 2-6.

Humanities
Mr. Skunder Boghossian
African painter with works in the Musee d'Art Moderne in Paris and the Museum of Modern Art in New York
Art workshops bearing on
"Afro-American Art"
August 2-5.

Social Science
Dr. Geneva Southall
Professor in the Department of Afro-American Studies, University of Minnesota; formerly Professor of Music, Grambling College
And--
Mr. Reginald Buckner
Department of Afro-American Studies, University of Minnesota; Mr. Buckner is both a scholar and a musician.
"Social and Historical Aspects of Black Music"
August 2-5.

Physical Science
Dr. Samuel P. Massie
Professor of Chemistry at the Naval Academy at Annapolis, Formerly President of North Carolina College at Durham
"The Structure of Chemistry"
August 4.

Biology
Representative from the Planned Parenthood Association of Dallas
Lecture on "Birth Control Devices"
August 8, 1972.

English and Humanities
Mr. Hoyt Fuller
Editor of Black World
Lecture on "Black Literature"
August 9-10.

Physical Science
Dr. James Mayo
Chairman of the Physics Department at Morehouse College; Director of College Science Improvement Program at the National Science Foundation
"The Structure of Physics"
August 11.